DOCUMENT RESUME

ED 204 355 TM 810 324

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TITLE Program Analysis and Monitoring (PAM) Techniques for Improving Title I Evaluation Locally.
PUB DATE Apr 81
NOTE 52p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). Best copy available.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Educational Resources: Elementary Secondary Education: *Management Information Systems: *Program Evaluation: *Reading Achievement: *School Districts
IDENTIFIERS *Elementary Secondary Education Act Title I: *Title I Program Analysis and Monitoring

ABSTRACT

If school principals are to exercise adequate management control over their educational programs, they must have effective management tools. Title I Program Analysis and Monitoring (PAM) is such a management tool. Title I PAM is useful, timely, and efficient--in the sense of minimum interference with the educational program and modest cost. The Title I PAM system in reading comprises Achievement Monitors for the measurement of reading comprehension: Monitor Reports on teachers' reading classes or instructional groups: Program Analysis Reports (PAR): questionnaires for the collection of process information: and computer programs for test scoring and report generation. PAR (i.e.,: grade-level reports for the principal) are the heart of PAM and relate pupil achievement to the distribution and use of classroom resources. If pupil achievement is substandard, then the principal has a legitimate need to intervene at the level of the classroom teacher. If pupil achievement is satisfactory, but resource utilization is more than, or less than, expected, the principal will want to confer with the teacher. In Title I PAM there are three variations on the PAR. Descriptions and illustrations of each type are appended. (RL)

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Program Analysis and Monitoring (PAM) Techniques for Improving Title I Evaluation Locally*

Steven J. Kidder and Paul D. Hayford

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Continuing Education Planning and Support Services
Albany, New York 12234

TM 810 324

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*A paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, April 13-17, 1981.

Program Analysis and Monitoring (PAM) Techniques
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Steven J. Kidder and Paul D. Hayford

Problem and Perspective Needed

Sustained school effectiveness does not come easy. The education community continues to receive heavy blows. We are literally reeling from the effects of declining enrollment and achievement, and skyrocketing costs. This is a tough time to be in the field of education, to say nothing of the field of educational evaluation or research.

Have we helped our schools? Have our perspectives and technical approaches improved the situation at the classroom level? Has our emphasis on curriculum development, instructional practice, and testing paid off? Or have we forgotten that teachers work with and for principals and boards of education and that what teachers do in the classroom is legitimized by local educational policy? Haven't we forgotten the importance of educational program management, control, and direction? A five-star general seldom asks a private why 90% of the platoon the private was in was destroyed. The private is not accountable for such a loss, but someone is; perhaps the sergeant or lieutenant or company commander should be interrogated?

What is taught in the classroom and how it is taught should be defined by specific educational programs. These programs derive their legitimacy from the long-term goals or mission of a school district, which, in turn, should reflect State criteria and curricula. This perspective on educational management and program legitimacy is illustrated roughly in Figure 1. We believe that this perspective on management and control of instruction is essential to sustaining improvements in school effectiveness. Figure 1 supports the conclusion that instructional effectiveness is a function of program management capabilities, however loosely or tightly

these program management capabilities are exercised.

There is a need to reconsider instructional leadership and program management capability in our schools. The need is great. And yet, there are some good school principals who continually get high levels of performance from their teachers and students.

Good school principals do well with teachers of varied backgrounds and expertise because they know how to configure program resources (e.g., staff, facilities, materials, instructional emphasis and time) to maximize student achievement. Additionally, good principals explicitly or implicity exercise a basic program management model--a model that is probably similar to the one illustrated in Figure 2. This model reflects the iterative nature of program planning and redefinition based on evaluative data, that is, by the comparison of all types of performance data to intended program standards including staffing (inputs), resource use (processes), and student achievement (outputs). This basic program management model requires the definition of program standards for inputs, processes, and outputs while simultaneously supporting and facilitating instruction <u>per se</u> in the classroom.

Good teachers also exercise a basic instructional management model within the definitional requirements of the program. The teacher's basic instructional model is illustrated in Figure 3. It is analogous to the basic program management model of the principal and derives its direction and purpose from program definition, requirements, and standards. Good teachers have specific, curriculum-relevant learning objectives (standards) for all of their students. When evaluation data provide evidence that students are not achieving intended learning outcomes (standards), instructional activities are appropriately altered. At times, even the direction of the entire program must be changed. Nevertheless, good teachers handle themselves systematically

within the guidelines or standards of the instructional program. Their approach usually incorporates the following mastery learning principles: (1) learning units are sequenced, (2) students are instructed in what is to be learned and are given directions as to what they must do during the learning process (cueing), (3) students are rewarded or reinforced for learning, (4) the teacher or instructional method engages the student in overt and covert participation and response to learning (motivation), and (5) frequent formative tests are used to provide information in support of better (corrective) instructional activities.*

The principal is suggested as the most influential manager and decision maker in education because of the pervasive effect he has, can have, or should be having on teachers and students. If he cannot manage (i.e., plan, organize, direct, and control) the learning environment within his building, sustained improvements in student performance will not be forthcoming. Basic components of the complex learning environment that a principal must manage are modeled in Figure 4.

Although there are other and perhaps more elaborate models of school learning environments, the one proposed includes instructional variables that have proven effects on or positive relationships to student achievement. In addition, the instructional variables modeled are such that the principal or teacher can alter or change them based on relevant evaluative feedback. It would be naive to assume that most principals alter their school learning environments rationally or on the basis of empirical data. Nevertheless, program guidance and control are possible even within complex school learning environments.

It was noted above that principals do not have time to properly manage their instructional programs and yet they continue to be responsible for

*See "The State of Research on Selected Alterable Variables in Education," MESA Seminar, Department of Education, University of Chicago, 1980.

program operations and accountable for program success. Additionally the principal's responsibility and accountability go well beyond instruction into personnel, bussing, and even food service. In this complex environment it is essential that systematic approaches to the management of instructional programs be encouraged. Good management of instructional programs is a must. Instructional programs must be defined clearly in basic ways before rational management and evaluation of effectiveness are possible. A principal must be able to specify allocated resources, basic instructional processes, and expected student achievement. If instructional programs are not defined, rational program modification and improvement are not possible. However, instructional programs can be specified with definitions of inputs, processes, and outputs. The definition becomes the standard against which actual performance (on inputs, processes, and outputs) is compared. The decisions that principals and teachers make in initial program specification may subsequently have to be modified in the light of performance data. Nevertheless, with a clear definition of what the program should be, movement forward can always be planned and made; all involved can press toward planned program goals. The PAM approach sets things up in complete program definition terms for instructional decision makers.

When time is short, processes complex, and evaluative data scant, rational, timely, and effective decision-making is hard to come by. This describes the daily life of principals and teachers. Both make hundreds of quick decisions all day long. Neither have time to sit back and describe where they are going programmatically or even with individual students. Without such plans and descriptions, rational program improvement fades quickly. It is a must that instructional programs be defined, however lightly, for the present. These descriptions or program specifications are the basis for program evaluation, modification, and improvement.

Keeping the management principles and concepts of Figures 1, 2, 3, and 4 in mind, it is possible to suggest that instructional programs be defined, at a minimum, in terms of intended program and learning outcomes, including:

1. appropriate designation and use of available physical resources;

2. specification of intended learning outcomes for major content areas like math, reading, and social studies--that is, curriculum specification;

3. appropriate selection and use of formative and summative tests derived from curricula and used correctively at the program and teacher level;

4. teaching of content that is derived from the curricula, that is, being sure that teachers are emphasizing the intended curriculum;

5. appropriate use of quality teaching techniques like cueing (i.e., defining what is to be learned as well as giving directions as to what the learner should be doing during the learning process), reinforcement, and encouragement of participation overtly or covertly in the learning act;

6. appropriate allocation and use of instructional time under relevant teaching-learning conditions;

7. standards of student achievement for major curriculum areas (e.g., reading, math, and writing)--set at the program level, grade level, or individual student level (note that these standards of achievement could be correlated with or identical to those of the State or Regents Competency Program);

8. knowledge of the students' skills (i.e., cognitive entry characteristics) in relation to the curriculum (i.e., content and skills)--"Cognitive entry characteristics are highly alterable because they represent particular content and skills which may be learned if they are absent, which may be reviewed if they have been forgotten, and which may be learned to a criterion level if they have been learned to a lesser level." (Ibid., MESA SEMINAR, 1980. p. 9);

9. basic knowledge of the student's home environment and parental status;

10. basic knowledge of teacher and student attitudes toward instructional programs as defined;

11. properly defined student guidance and placement procedures and services.

Because little program definition, evaluation, and development occur locally, it is imperative that strategies and techniques be developed that will support local program planning and development activities. Techniques that improve the management of programs and instruction usually do so by structuring programs, assessing performance, and returning evaluative data to principals and teachers. These technologies handle decision-specific data (evaluative) in efficient ways with helpful configurations and displays such that informed decisions can be made by principals and teachers. Technologies that help support school decision making will help principals and teachers play their roles as instructional leaders and managers more effectively and efficiently. There is then good reason to believe that sustained improvements in principals' or instructional managers' skills will require the acquisition and continuous use of appropriate decision-support technologies. No amount of "non-supported" inservice or training can be substituted for training in the use of decision-support technologies which inherently improve the quality of instructional management through their continuous use.

Proposed Solution

If our schools are to reverse the recent trend of diminishing pupil achievement, then educational programs must be effectively managed. Programs must be defined, desired processes and levels of achievement must be stipulated, and program evaluation must be carried out. As indicated, principals are very busy, even harried. If they are to exercise adequate management control over their educational programs, they must have management tools. Title I PAM--Program Analysis and Monitoring--is such a management tool. Presently available for use in the management of reading programs, Title I PAM has the advantages of being (1) useful, (2) timely, and (3) efficient.

Implicitly, program management requires information for decision making. Such information must be useful to the program manager. In the context of educational program management, information is of greater utility to the extent that it is related to pupil achievement and to the extent that it is related to resources or conditions which the school can control. For example, information on parental income may help shape a principal's expectations regarding level of pupil achievement, but consider the relative utility--in program management--of such information as compared, say, to the number of hours per week which teachers devote to reading instruction. Hours per week is a resource or condition over which the school has control; schools cannot, however, control parental income. Not all information is of equal usefulness, then, in educational program management.

Information for educational decision making must also be timely. The timeliness of information is a function of its availability for decision making. If a principal receives information today but had to make a decision yesterday, then no amount or degree of accuracy or pertinence will make such late information useful. In the context of practical program management, that information is most timely which maximizes formative or ongoing program evaluation. This is not to denigrate the importance of summative evaluation, but rather to suggest that program management requires formative evaluation. If a principal or program manager can detect problems in his Title I reading program at mid-year, he may be able to take corrective action to avoid impending failure and achieve success. But summative evaluation does not permit on-course corrections. Late or unavailable information is no more useful than nonexistent information.

The practical question for program management is how to get useful and timely information efficiently. An information delivery process which significantly impinged on a principal's or teacher's time would be an inefficient process. Briefly, all other things being equal, the information-delivery method or process which requires the least amount of management and staff time is the most efficient method. Many management systems on the market are impractical to implement because much time is required either to understand them or to implement them. We have already indicated that time is a scarce commodity for principals. Similarly, one hears that money is scarce. Thus, expense is a factor in determining the practicability of an information delivery system. Ceteris paribus, the least expensive method is the most advantageous.

Title I PAM, as stated above, has the properties of usefulness, timeliness, and efficiency--in the sense of minimum interference with the educational program and modest cost. What, then, is Title I PAM? The Title I PAM system in reading comprises Achievement Monitors for the measurement of reading comprehension; Monitor Reports on teachers' reading classes or instructional groups; Program Analysis Reports--grade-level reports for the principal or program manager; questionnaires for the collection of process information; and computer programs for test scoring and report generation.

The heart of PAM is the Program Analysis Report. This management tool is a grade level report which relates pupil achievement to the distribution and use of classroom resources. The basic structure of the PAM Program Analysis Report is illustrated in Figure 5. The juxtaposition of program resources and pupil achievement facilitates management decision making. For example, if either pupil achievement or the pattern of resource distribution and use

shown in the report do not meet the principal's expectations, he can direct his staff to alter program resource utilization and then observe, on the next report generation, whether changes have occurred in program processes or pupil achievement. If the question is raised, How does the principal know that the configuration of resources and time depicted in the Program Analysis Report matches actuality, the reply is that this question illustrates one of the strongest features of PAM. The reliability of reported resource distribution and use in the PAM Program Analysis Report is assumed. If pupil achievement is substandard, then the program manager has a legitimate need to intervene at the level of the classroom teacher. If pupil achievement and resource utilization are both satisfactory, there is no need for principal intervention at the teacher level. However, satisfactory pupil achievement coupled with unexpected resource utilization may warrant intervention. If pupil achievement is satisfactory but, say, twice the expected amount of time is devoted to instruction, then a problem of instructional inefficiency is apparent. On the other hand, if pupil achievement is satisfactory but resource utilization is 50 percent less than expected, it is time for the principal to confer with the teacher who is such a model of efficiency and productivity, in order to learn whether the cause of this productivity is some teaching technique which may be transferable to other teachers.

In Title I PAM there are three variations on the Program Analysis Report: the Type I report, the Type II report, and the Type III report. Descriptions of each of these three reports follow.

The Title I PAM: Type I Building-Level Reading Report, one of four sections of the Type I report, is based on the information on Title I programs supplied by school districts to the New York State Education

Department. These data are stored on computer tapes (called LEAP--Local Educational Agency Programs--tapes) and accessed by the PAM Type I computer program. The Type I report, then, contains information--pupils, norm-referenced test information, instructional activities, contact hours, percent of pupils with limited English proficiency, and percent of disadvantaged pupils--required by the State on categorically-funded programs. As illustrated in Figure 6, the Type I report varies in format from the basic PAM Program Analysis Report structure only in that pupil achievement is not the first variable reported.

The Type I report is based on summative evaluation data, and its utility lies in its facilitation of summative evaluation through a useful depiction of program resources and outcomes. As a historical note, the Type I report software (developed in 1980 under a Federal Refinements contract) has been used to produce reports which were the basis of the State's Title I report to the Federal government; these reports are also being sent to all the State school districts serving Title I students and other categorically-aided students. The cost of generating the Type I report for 500,000 students was approximately $.02 (two cents) per student.

Affording a more specific and detailed analysis of the Title I reading program through its focus on the level of the instructional group is the Title I PAM Type II Program Analysis Report, one of four sections of the Type II Report. The information in the Type II Program Analysis Report (Figure 7) includes pupil achievement, number of pupils and pupils receiving diagnostic-prescriptive instructional programs, and a series of time variables--allocated time, instructional coordination time, and time in instructional setting and by instructional emphasis--all expressed in minutes per week. The particular utility of the Type II Program Analysis

Report lies in the special nature of the pupil achievement information it contains and in the detailed breakdown on time, one of the most important educational program resources under the control of the school.

The information on pupil achievement consists of average Monitor Scores based on the PAM Literal Comprehension Achievement Monitors. Briefly, the major strengths of the monitors are their construct validity as paraphrase-based measures of literal reading comprehension; their multiple levels of difficulty, which permit tailoring to individual pupil ability from grade 1 through grade 12; and their scaling properties. Pupil performances on all 24 achievement monitors (test forms) are related to a single scale of difficulty, thus readily permitting comparisons between classes at a grade level, across grade levels, and from year to year.

The most comprehensive variation on the PAM Program Analysis Report is the Title I PAM Type III report. The assumption behind this report is that local evaluation of Title I programs should occur in the context of the total instructional program. The Type III Report is a management tool for comprehensive program analysis and evaluation. As illustrated in Figures 8 and 9, the Type III report enjoys the advantages of additional dimensions and more extensive information than does the Type II report.

The Type III Program Analysis Report analyzes the total reading program by classes at a grade level. Within each class, students receiving supplemental Title I instruction are differentiated from those not receiving such supplemental instruction. Additionally, as Figure 8 shows, the Type III report gives information on one-to-one instruction, supplemental instruction, and teacher experience.

Figure 9 illustrates the multidimensional analysis of the classroom instructional setting which is a unique feature of the Type III Program

Analysis Report. The variables displayed in this section of the report include time in whole class and small group instruction; time in four types of instructional configurations within whole class and small group--direct instruction from teacher, other adult working with pupils, pupils working independently, and pupils working in groups without an adult; instructional groups ranked by ability; group size; and Title I and non-Title I students within groups. This section of the Type III report offers a very comprehensive picture of reading instruction at a grade level.

While comprehensive in itself, the Type III Report was designed to be used in conjunction with the Type II Report to give a program manager a complete information system to facilitate decision making. Of course the Type I Report may also be used together with the Type II and Type III reports, for a total formative and summative evaluation system.

It should be noted in conclusion that the Type III Report contains several other sections in addition to those illustrated and described in the text. These additional sections, along with the sections of the Type I and II reports not described above, are illustrated in the Appendix.

FIGURES 1-9

Organizational Level	Criteria	Responsibility[a]	Assessment[b] and Evaluation[c] Data Form and Flow	Accountability[d]	Utility of Assessment and Evaluation Data
1. Organizational Policy and Control	Long-term Mission and Goals	Board of Education and Central Administration	←---Aggregate ⟶	Board of Education	Evaluation of District Performance, Reporting, Long-Range Planning
2. Educational Programming	Intended Program Outcomes (Program Definition)	Building Administration	←---Individual/Aggregate ⟶	Central Administration	Evaluation of Program Effectiveness; Annual Review; Reporting
3. Instructional Programming	Intended Learning Outcomes (Curriculum Specification)	Instructional Support Personnel	←---Individual ⟶	Building/Program Administration	Short-Term Progress Reporting and Instructional Planning

[a]Responsibility is based on authority (i.e., the right to command to take or not take action) since it is the obligation to use authority in order to have work performed correctly. (Cook, 1971, p. 22).

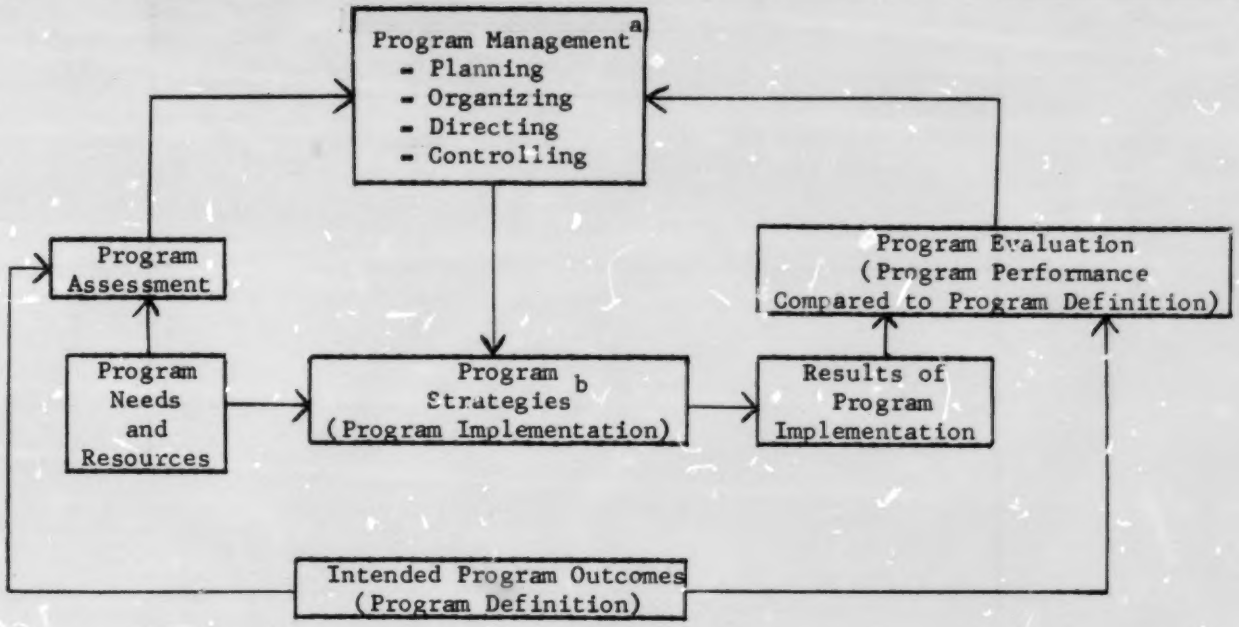
[b]Assessment data (←-) on student needs and program resources provides the basis for establishing Responsibilities, accurately placing students in specified curricula, and defining programs.

[c]Evaluation data(←→) on student achievement and program management performance provides information required to demonstrate Accountability, to modify program implementation strategies, or to redefine the program.

[d]Accountability is defined as the responsibility of reporting the extent to which one's other assigned responsibilities are met.

FIGURE 1. SCHOOL DISTRICT MODEL OF PROGRAM DEFINITION, MANAGEMENT ROLES, AND DATA FLOW*

*Adapted from "A Model for the Development of a Special Education Management System for the Education of Children with Handicapping Conditions," IEC Consortium, State Education Department, Albany, New York, March 1978, page 8.

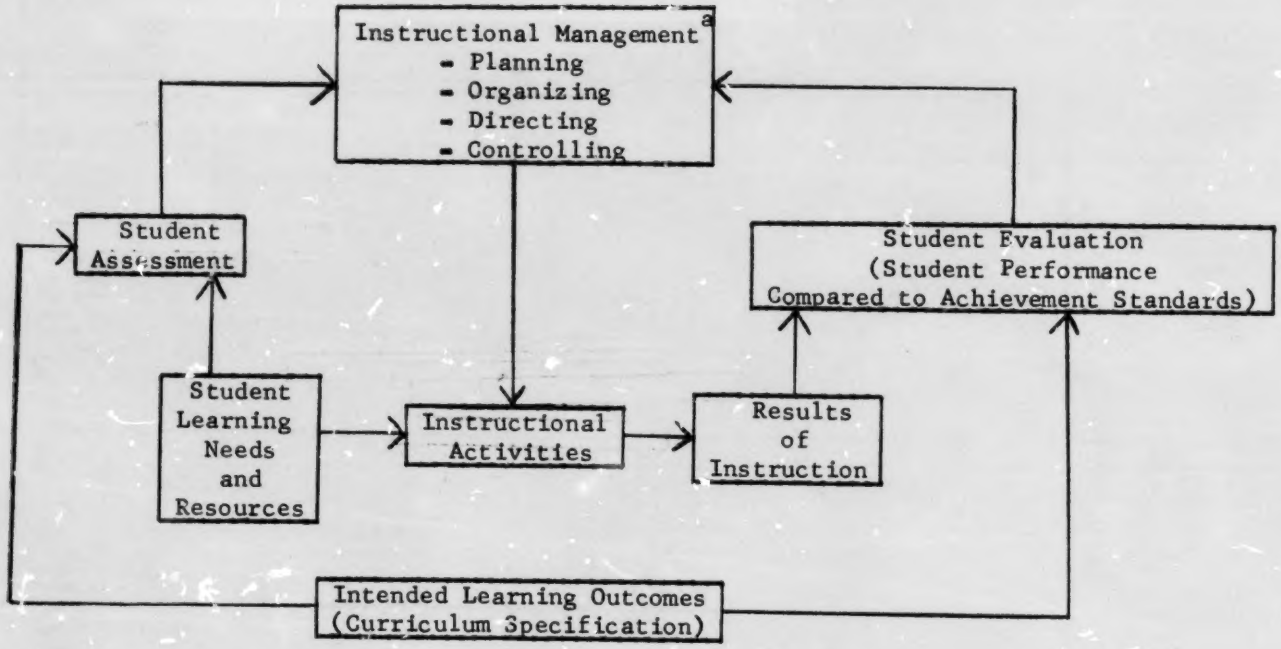


[a]In program management (1) planning is the delineation and evaluation of alternative courses of action and the selection of the most efficient and effective alternative course, (2) organizing establishes an integrated system of activities and authority relationships through which the project members can learn what their tasks are, their position in the overall scheme and possess the requisite authority to accomplish these tasks, (3) directing is the process of motivating personnel, getting them to accomplish their tasks, and (4) controlling refers to managing people and events so that plans are fulfilled; in controlling managers have to evaluate initial decisions established in the plan and revise, alter, and modify decisions as needed in order to accomplish the plan. (Adapted from Cook, 1971, pp. 19-26.)

[b]Strategy-activity-resource mix to accomplish intended program outcomes (e.g., all students in grades 1, 2, and 3 will achieve above a minimum standard in reading comprehension by the end of the year).

FIGURE 2. BASIC PROGRAM MANAGEMENT MODEL*

*Adapted from "A Model for the Development of a Special Education Management System for the Education of Children with Handicapping Conditions," IEC Consortium, State Education Department, Albany, New York, March 1978, page 7.



[a]In instructional management, (1) planning is the establishment of learning goals and objectives for individual students or groups of students in the light (knowledge) of their relevant entry skills; (2) organizing is the arrangement of learning conditions or environment such that students know what is to be learned and are given directions as to what to do during the learning process per se; (3) directing means motivating students to do their best through praise, external rewards, and the extent to which the instructor and/or the instructional method engages different students in overt and covert participation and response to the learning task, and (4) controlling refers to evaluation (based on performance tests) of initial placement of a student in a series of learning tasks (derived from the curriculum) and revising that decision in order to accomplish the intended learning objectives for that student.

FIGURE 3. BASIC INSTRUCTIONAL MANAGEMENT MODEL WITH MASTERY LEARNING PERSPECTIVE

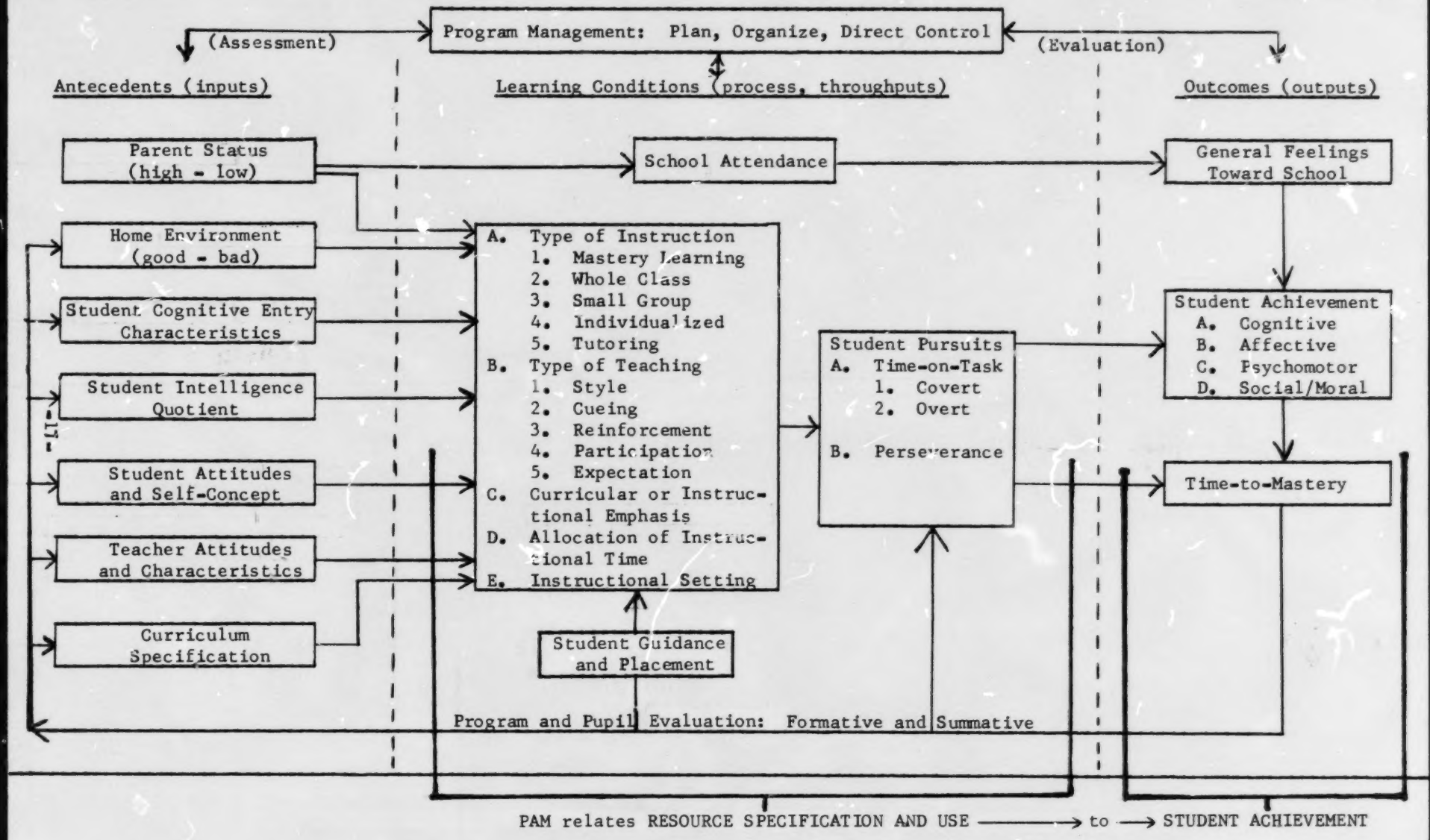


FIGURE 4. THE SCHOOL LEARNING ENVIRONMENT FROM A MASTERY LEARNING PERSPECTIVE

DISTRICT
BUILDING
GRADE

	CLASS						
	1	2	3	4	5	6	AVERAGE
PUPIL ACHIEVEMENT INFORMATION							
PROGRAM							
RESOURCES							

FIGURE 5. PAM PROGRAM ANALYSIS REPORT--BASIC STRUCTURE

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE I BUILDING-LEVEL READING REPORT

DATE
DISTRICT
BUILDING

VARIABLE		GRADE 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	AVG
TITLE I PUPILS								75	37	39	21	33					41
TITLE I PUPILS WITH BOTH PRETEST AND POSTTEST SCORES								71	37	39	21	32					40
AVERAGE PRETEST SCORE IN NORMAL CURVE EQUIVALENTS	VOC							35	37	33	41	41					
	COMP							32	41	34	39	44					
	AVG							34	39	34	40	43					
AVERAGE POSTTEST SCORE IN NORMAL CURVE EQUIVALENTS	VOC							36	42	34	38	40					
	COMP							36	44	38	38	43					
	AVG							36	43	36	38	42					
TOTAL SCORE ACHIEVEMENT GAIN IN NORMAL CURVE EQUIVALENTS								2	4	2	-2	-1					
NOTE THAT NEARLY ALL ACHIEVEMENT GAINS ABOVE ZERO (0.0) ARE STATISTICALLY SIGNIFICANT.																	
INSTRUCTIONAL ACTIVITY (PERCENT USED)																	
1. REGULAR CLASSROOM																	
2. PULL-OUT								97	100	100	100	97					
3. LABORATORY																	
4. REG. CLASSROOM/PULL-OUT																	
5. REG. CLASSROOM/LAB																	
6. PULL-OUT/LAB																	
7. OTHER																	
8. UNKNOWN								3				3					
AVERAGE ANNUAL CONTACT HOURS								142	90	190	190	190					
PERCENT LEP																	
PERCENT DISADVANTAGED (00)								100	100	100	100	100					

FIGURE 6. TITLE I PAM: TYPE I BUILDING-LEVEL READING REPORT

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE II PROGRAM ANALYSIS REPORT

DATE
DISTRICT
TEACHER

VARIABLE	INSTRUCTIONAL GROUP 1	2	3	4	5	6	7	8	9	10	11	12	AVG
PAM AVG MONITOR SCORES													
TA1	5.5	5.0	7.3	6.7	7.5	8.0	6.7	5.0	7.3	9.5	7.4	7.2	7.3
TA2	7.6	7.0	7.7	9.2	6.7	10.0	6.7	4.8	8.4	9.5	8.6	6.2	7.8
TA3													
TA4													
TA4-TA2													
PUPILS IN INSTRUCTIONAL GROUP	5	2	8	6	6	1	6	4	7	6	5	5	5
PUPILS RECEIVING INDIVIDUALIZED DIAGNOSTIC PRESCRIPTIVE INSTRUCTIONAL PROGRAMS	5	2	8	6	6	1	6	4	7	6	5	5	5
MINUTES PER WEEK ALLOCATED BY TEACHER FOR READING	100	100	100	100	100	100	100	100	100	100	100	100	100
INSTRUCTIONAL COORDINATION WITH READING CLASS TEACHER(S) (AVG. MINUTES PER WEEK)	3	3	3	3	3	3	3	3	3	3	3	3	3
INSTRUCTIONAL ASSISTANCE FROM ANOTHER ADULT (AVG. MINUTES PER WEEK)													
INSTRUCTIONAL SITUATION IN CLASSROOM (AVERAGE MINUTES PER WEEK)													
DIRECT INSTRUCTION FROM TITLE I TEACHER	5	5	5	5	5	5	5	5	5	5	5	5	5
ONE-TO-ONE INSTRUCTION FROM TITLE I TEACHER	95	95	95	95	95	95	95	95	95	95	95	95	95
DIRECT INSTRUCTION FROM OTHER ADULT													
ONE-TO-ONE INSTRUCTION FROM OTHER ADULT													
ESTIMATED MINUTES PER WEEK DEVOTED TO													
WORD RECOGNITION INSTRUCTION	30	25	20	20	10	10	30	30	20	15	10	10	19
VOCABULARY INSTRUCTION	20	25	20	20	20	20	20	20	20	25	20	20	21
READING COMPREHENSION INSTRUCTION	35	35	45	45	55	55	35	35	45	45	55	55	45
RECREATIONAL READING	5	5	5	5	5	5	5	5	5	5	5	5	5
PUPIL ASSESSMENT THROUGH TESTING	5	5	5	5	5	5	5	5	5	5	5	5	5
OTHER	5	5	5	5	5	5	5	5	5	5	5	5	5

FIGURE 7. TITLE I PAM: TYPE II PROGRAM ANALYSIS REPORT

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE III PROGRAM ANALYSIS REPORT

DATE
DISTRICT
BUILDING
GRADE 07

VARIABLE	CLASS 1 T-I	1 NTI	2 T-I	2 NTI	3 T-I	3 NTI	4 T-I	4 NTI	5 T-I	5 NTI	6 T-I	6 NTI	AVG T-I	AVG NTI
PAM AVG MONITOR SCORES														
TA1	8.4	9.4	8.7	9.2	9.2	10.5	7.3	9.2	6.5	10.7			8.3	9.9
TA2	9.6	10.7	10.3	9.5	7.5	11.6	8.3	9.6	7.5	9.7			8.8	10.2
TA3														
TA4														
TA4-TA2														
ESTIMATED MINUTES PER WEEK ALLOCATED BY TEACHER FOR READING	205		205		205		205		205				205	
PUPILS IN READING CLASS	5	17	6	16	6	16	4	14	2	18			5	16
ONE TO ONE INSTRUCTION BY TEACHER														
PERCENT OF PUPILS RECEIVING														
AVG MINUTES PER WEEK														
OUTSIDE SUPPL. INSTRUCTION FROM SPECIALIST														
PERCENT OF PUPILS RECEIVING	100		100		100	19	100		100				100	4
AVG MINUTES PER WEEK	100		100		100	100	100		100				100	20
OUTSIDE SUPPL. INSTRUCTION FROM AIDE														
PERCENT OF PUPILS RECEIVING														
AVG MINUTES PER WEEK														
LOSS OF CLASS TIME FOR SUPPL. INSTRUCTION														
PERCENT OF PUPILS LOSING TIME														
AVG MINUTES PER WEEK LOST														
ESTIMATED MINUTES PER WEEK DEVOTED TO														
WORD RECOGNITION INSTRUCTION	21	21	21	21	21	21	21	21	21	21			21	21
VOCABULARY INSTRUCTION	51	51	51	51	51	51	51	51	51	51			51	51
READING COMPREHENSION INSTRUCTION	92	92	92	92	92	92	92	92	92	92			92	92
RECREATIONAL READING	31	31	31	31	31	31	31	31	31	31			31	31
PUPIL ASSESSMENT THROUGH TESTING	10	10	10	10	10	10	10	10	10	10			10	10
OTHER														
EXPERIENCE OF TEACHING STAFF														
YEARS FULL-TIME TEACHING			1		1		1		1				1	
YEARS FULL-TIME THIS SCHOOL			1		1		1		1				1	

FIGURE 8. TITLE I PAM: TYPE III PROGRAM ANALYSIS REPORT

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE III PROGRAM ANALYSIS REPORT

DATE
DISTRICT
BUILDING
GRADE 07

VARIABLE	CLASS 1 T-I	1 NTI	2 T-I	2 NTI	3 T-I	3 NTI	4 T-I	4 NTI	5 T-I	5 NTI	6 T-I	6 NTI
INSTRUCTIONAL SITUATION IN CLASSROOM AVG MINUTES PER WEEK RECEIVED BY PUPILS												
WHOLE CLASS	5	17	6	16	6	16	4	14	2	18		
DIRECT INSTRUCTION FROM CLASSROOM TEACHER	83		82		82		82		82			
OTHER ADULT WORKING WITH PUPILS												
PUPILS WORKING BY THEMSELVES INDEPENDENTLY												
PUPILS WORKING IN GROUPS WITHOUT AN ADULT												
SMALL GROUP 1: PUPILS	9		3	8		8		4		6		
DIRECT INSTRUCTION FROM CLASSROOM TEACHER	41		41		41		41		41			
OTHER ADULT WORKING WITH PUPILS												
PUPILS WORKING BY THEMSELVES INDEPENDENTLY	41		41		41		41		41			
PUPILS WORKING IN GROUPS WITHOUT AN ADULT	41		41		41		41		41			
SMALL GROUP 2: PUPILS	3	6		4	2	7	1	7	1	10		
DIRECT INSTRUCTION FROM CLASSROOM TEACHER	41		41		41		41		41			
OTHER ADULT WORKING WITH PUPILS												
PUPILS WORKING BY THEMSELVES INDEPENDENTLY	41		41		41		41		41			
PUPILS WORKING IN GROUPS WITHOUT AN ADULT	41		41		41		41		41			
SMALL GROUP 3: PUPILS	2	2	3	4	4	1	3	3	1	2		
DIRECT INSTRUCTION FROM CLASSROOM TEACHER	41		41		41		41		41			
OTHER ADULT WORKING WITH PUPILS												
PUPILS WORKING BY THEMSELVES INDEPENDENTLY	41		41		41		41		41			
PUPILS WORKING IN GROUPS WITHOUT AN ADULT	41		41		41		41		41			
SMALL GROUP 4: PUPILS												
DIRECT INSTRUCTION FROM CLASSROOM TEACHER												
OTHER ADULT WORKING WITH PUPILS												
PUPILS WORKING BY THEMSELVES INDEPENDENTLY												
PUPILS WORKING IN GROUPS WITHOUT AN ADULT												
SMALL GROUP 5: PUPILS												
DIRECT INSTRUCTION FROM CLASSROOM TEACHER												
OTHER ADULT WORKING WITH PUPILS												
PUPILS WORKING BY THEMSELVES INDEPENDENTLY												
PUPILS WORKING IN GROUPS WITHOUT AN ADULT												
SMALL GROUP 6: PUPILS												
DIRECT INSTRUCTION FROM CLASSROOM TEACHER												
OTHER ADULT WORKING WITH PUPILS												
PUPILS WORKING BY THEMSELVES INDEPENDENTLY												
PUPILS WORKING IN GROUPS WITHOUT AN ADULT												

FIGURE 9. TITLE I PAM: TYPE III PROGRAM ANALYSIS REPORT (Cont'd)

APPENDIX

Additional Illustrations*

*All illustrations in the Appendix are taken from the PAM User Guide.

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE I GRADE-LEVEL READING REPORT

DATE
DISTRICT
BUILDING
GRADE

TITLE I PUPILS		NORM-REFERENCED DATA (N. C. E.) TEST	LEV	FM	VOC	COMP	AVG	TOTAL HOURS	LEP	INSTRUCTIONAL ACTIVITY 1 2 3 4 5 6 7	PUPIL CATEGORY
000000044	PRE	CAT 77	7C	1		1	1	129		2	00
	POST	CAT 77	7C	1		44	44				
000001334	PRE	CAT 77	7C	1		27	27	127		2	00
	POST	CAT 77	7C	1		42	42				
000004401	PRE	CAT 77	7C	1		35	35	126		2	00
	POST	CAT 77	7C	1		42	42				
000005181	PRE	CAT 77	7C	1		32	32	114		1	00
	POST	CAT 77	7C	1		32	32				
000005188	PRE	CAT 77	7C	1		30	30	61		2	00
	POST	CAT 77	7C	1		40	40				
000005533	PRE	CAT 77	7C	1		53	53	66		2	00
	POST	CAT 77	7C	1		44	44				
000006949	PRE	CAT 77	7C	1		38	38	54		2	00
	POST	CAT 77	7C	1		51	51				
000008642	PRE	CAT 77	7C	1		32	32	97		2	00
	POST	CAT 77	7C	1		46	46				
000008786	PRE	CAT 77	7C	1		1	1	60		2	00
	POST	CAT 77	7C	1		51	51				
000014806	PRE	CAT 77	7C	1		34	34	59		2	00
	POST	CAT 77	7C	1		32	32				
000015615	PRE	CAT 77	7C	1		24	24	121		2	00
	POST	CAT 77	7C	1		49	49				
000024106	PRE	CAT 77	7C	1		1	1	65		2	00
	POST	CAT 77	7C	1		37	37				
000030674	PRE	CAT 77	7C	1		34	34	122		2	00
	POST	CAT 77	7C	1		44	44				
000031413	PRE	CAT 77	7C	1		1	1	125		2	00
	POST	CAT 77	7C	1		47	47				
000032537	PRE	CAT 77	7C	1		10	10	91		2	00
	POST	CAT 77	7C	1		49	49				
000035927	PRE	CAT 77	7C	1		34	34	122		1	00
	POST	CAT 77	7C	1		46	46				

FIGURE III.1. TYPE I REPORT--PART 1

ESEA TITLE I/PSEM
PROGRAM ANALYSIS AND REPORTING SYSTEM
IMPACT ON PUPIL ACHIEVEMENT
MODEL A1

DATE
DISTRICT
BUILDING
GRADE

THE UNITED STATES DEPARTMENT OF EDUCATION TITLE I EVALUATION MODEL YOU ARE USING IS MODEL A1. MODEL A1 REQUIRES THE ADMINISTRATION OF NATIONALLY OR LOCALLY NORMED ACHIEVEMENT TESTS TO ALL TITLE I PUPILS ON A PRETEST/POSTEST BASIS. MODEL A1 ASSUMES THAT WITHOUT THE TITLE I EXPERIENCE (I.E., TREATMENT) THE STATUS OF THE TITLE I PUPILS AT POSTTEST TIME WOULD BE THE SAME AS IT WAS AT PRETEST TIME. AN ANALYSIS OF THE EFFECTIVENESS OF YOUR TITLE I TREATMENT FOR GRADE 7 FOLLOWS.

NUMBER OF TITLE I PUPILS		39
NUMBER OF TITLE I PUPILS WITH PRE AND POSTTEST SCORES		39
AVERAGE PRETEST SCORE IN NORMAL CURVE EQUIVALENTS	V	
	C	27
	T	27
AVERAGE POSTTEST SCORE IN NORMAL CURVE EQUIVALENTS	V	
	C	41
	T	41
ACHIEVEMENT GAIN IN NORMAL CURVE EQUIVALENTS		14

NOTE THAT NEARLY ALL ACHIEVEMENT GAINS ABOVE ZERO (0.0) ARE STATISTICALLY SIGNIFICANT.

FIGURE III.2. TYPE I REPORT--PART 2

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ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE I READING REPORT - DISTRICT

DATE
DISTRICT

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	AVG
NUMBER OF TITLE I PUPILS		122	93	65	84	84	92	54	20	50	39	5	1				2	55
NUMBER OF TITLE I PUPILS WITH BOTH PRETEST AND POSTTEST SCORES		117	87	57	69	64	65	53	20	50	39	5	1				2	52
AVERAGE PRETEST SCORE IN NORMAL CURVE EQUIVALENTS	V																	
	C	17	15	30	19	24	31	27	30	31	30	31	15				34	
	T	17	15	30	19	24	31	27	30	31	30	31	15				34	
AVERAGE POSTTEST SCORE IN NORMAL CURVE EQUIVALENTS	V																	
	C	49	43	45	44	42	47	41	41	39	35	44	1				48	
	T	49	43	45	44	42	47	41	41	39	35	44	1				48	
NORMAL CURVE EQUIVALENTS																		
ACHIEVMENT GAIN IN NORMAL CURVE EQUIVALENTS		32	28	15	25	18	16	14	11	8	5	13	-14				14	
NOTE THAT NEARLY ALL ACHIEVMENT GAINS ABOVE ZERO (0.0) ARE STATISTICALLY SIGNIFICANT.																		
INSTRUCTIONAL ACTIVITY (PERCENT USED)																		
1. REGULAR CLASSROOM			1					43		96	100	100	100					
2. PULL-OUT		92	92	86	82	76	71	56	100	4							100	
3. LABORATORY																		
4. REG. CLASSROOM/PULL-OUT																		
5. REG. CLASSROOM/LAB																		
6. PULL-OUT/LAB																		
7. OTHER																		
8. UNKNOWN		8	6	12	18	24	29	2										
AVERAGE ANNUAL CONTACT HOURS		181	188	173	173	163	130	112	103	119	117	90	57				185	
PERCENT L. E. P.		1	2															
PERCENT DISADVANTAGED (00)		100	100	100	100	100	100	100	100	100	100	100	100				100	

FIGURE III.4. TYPE I REPORT--PART 4

LITERAL COMPREHENSION ACHIEVEMENT MONITOR: TEST ADMINISTRATION # 3

DISTRICT(1) BUILDING(01) GRADE( ) TEACHER(05)

	PUPIL	TEST FORM	PASSAGE SCORE (PERCENT CORRECT) 1	2	3	4	5	6	NEXT TA	MONITOR SCORE (DIFFICULTY LEVEL) TA1	TA2	TA3	TA4
INSTRUCTIONAL GROUP 1													
01	BLACKWELL MIKE	23	83	100	100	67	67		21	4	7	8	
02	BLOWERS DEANDRA	24	83	50	33	100	83		+42	11	8	14	
03	DIMICK LAURIE	22	83	83	83	83	17		+34	7	8	11	
					GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)					7.3	7.7	11.0	
INSTRUCTIONAL GROUP 2													
01	FINCH EVETTE	21	100	100	100	50	83		23	6	7	8	
					GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)					6.0	7.0	8.0	
INSTRUCTIONAL GROUP 3													
01	LOPDELL BOBBY	33	83	50	50	100	50		31	10	10	7	
02	REYNOLDS ANGELA	24	100	83	17	17	17		22	6	8	7	
03	RULISON ROBIN	21	100	67	100	67	33		23	6	5	4	
					GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)					7.3	7.7	6.0	
INSTRUCTIONAL GROUP 4													
01	SWEET ROBBIE	24	100	83	83	50	33		22	6	6	9	
02	VANDERWERKER PEG	22	83	83	33	83	17		24	6	4	7	
03	WILSON GREG	24	100	100	67	50	50		22	11	8	7	
					GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)					7.7	6.0	7.7	
					CLASS AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)					7.3	7.1	8.2	

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FIGURE IV.1. TYPE II MONITOR REPORT

ESEA TITLE I/PSEN — DATE

PROGRAM ANALYSIS AND REPORTING SYSTEM — DISTRICT

TYPE II SUPPLEMENTAL PUPIL ACHIEVEMENT DATA — TEACHER

		NORM-REFERENCED DATA (NCE)						CAMS PERCENT OF OBJECTIVES MASTERED										PEP/PCI/RCT	MONITOR SCORE			
	TEST		LEV	FM	VOC	COMP	AVG	TA1	TA2	TA3	TA4	TA5	TA6	TA7	TA8	TA9	TA10		TA1	TA2	TA3	TA4
INSTRUCTIONAL GROUP 1																						
BLACKWELL DAVE	PRE	METRO 78	1A	2	70	4	37	51	49	81	15	34	70	4	92	31	91	35	6	6	5	5
	POST	METRO 78	1A	3	96	26	61											75				
BLOWERS GREG	PRE	METRO 78	1B	3	67	39	53	80	100	78	60	96	90	30	20	62	71	60	3	8	8	8
	POST	CAT 77	1B	3	37	55	46											35				
								GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)											4.5	7.0	6.5	6.5
INSTRUCTIONAL GROUP 2																						
HANDY MICHELLE	PRE	CAT 77	1B	3	23	23	48	65	17	13	53	76	27	76	8	35	56	11	8	8	5	5
	POST	CAT 77	1B	2	36	11	24											32				
								GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)											8.0	8.0	5.0	5.0
INSTRUCTIONAL GROUP 3																						
JACQUARD JOSH	PRE	SRA 78	1A	1	67	69	68	43	36	46	23	22	68	70	17	7	23	52	5	9	10	10
	POST	CAT 77	1A	1	18	53	36											71				
PARIS LYNN	PRE	METRO 78	1A	2	45	25	35	61	53	82	10	52	40	12	3	61	8	55	3	5	5	5
	POST	CAT 77	1B	1	43	65	55											70				
								GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)											4.0	7.0	7.5	7.5
INSTRUCTIONAL GROUP 6								--- //---														
LOUCKS NANCY	PRE	METRO 78	1A	2	16	88	52	67	9	100	29	48	18	89	65	53	29	57	6	8	9	9
	POST	SRA 78	1B	1	25	63	44											56				
MALEWSKA GREG	PRE	METRO 78	1A	1	3	91	47	56	32	81	10	16	3	22	81	29	51	13	5	5	8	8
	POST	METRO 78	1A	2	68	4	36											55				
NOURSE TERRI	PRE	CAT 77	1B	3	41	47	44	28	81	7	43	81	34	44	12	2	28	22	6	6	7	7
	POST	CAT 77	1A	1	53	34	44											8				
								GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)											5.7	6.3	8.0	8.0
INSTRUCTIONAL GROUP 7																						
SCUNZIANO BILLY	PRE	CAT 77	1C	3	54	70	62	7	81	26	76	71	58	84	77	91	100	45	4	6	6	6
	POST	METRO 78	1C	3	41	45	43											78				
SNULER BETH	PRE	SRA 78	1A	3	25	48	37	33	63	56	21	68	13	47	21	6	97	42	8	8	14	14
	POST	CAT 77	1A	3	45	42	44											72				
SWEET GREG	PRE	CAT 77	1B	3	85	65	55	61	53	31	17	76	96	60	27	6	79	56	5	5	7	7
	POST	METRO 78	1A	3	83	56	70											72				
WADSWORTH ART	PRE	METRO 78	1C	2	33	77	55	10	51	68	82	58	21	91	47	73	49	55	4	4	7	7
	POST	SRA 78	1C	2	46	53	50											48				
								GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)											5.3	5.8	8.5	8.5
								ALL PUPILS AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)											5.3	6.6	7.2	7.2

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FIGURE IV.2. TYPE II REPORT--SUPPLEMENTAL PUPIL ACHIEVEMENT DATA

ESEA TITLE I/PSEN — DATE
PROGRAM ANALYSIS AND REPORTING SYSTEM — DISTRICT
TYPE II SUPPLEMENTAL GROUP ACHIEVEMENT DATA — TEACHER

VARIABLE	INSTRUCTIONAL GROUP 1	2	3	4	5	6	7	8	9	10	11	12	AVG
NRT PRETEST SCORE (NCE)													
V	49	21	56	46	52	20	49						45
C	22	73	47	49	62	75	50						55
T	46	46	52	48	57	48	55						51
NRT POSTTEST SCORE (NCE)													
V	47	36	31	59	63	69	56						51
C	41	11	60	41	65	36	49						40
T	54	26	46	50	56	42	52						46
NRT GAIN PRE-TO-POST (NCE)													
V	-2	13	-25	13	11	29	5						6
C	19	-62	13	-8	-17	-61	-11						-15
T	8	-24	-6	2	-3	-6	-3						-5
PEP (NCE)													
PRETEST	48	11	59	36	42	31	50						42
POSTTEST	55	32	71	14	28	40	68						43
OTHER ACH. MONITOR SCORES													
TA1	56	65	62	48	34	55	28						50
TA2	75	17	45	67	44	41	52						53
TA3	80	13	23	90	39	63	45						58
TA4	38	53	17	53	67	34	54						48
TA5	66	74	37	39	31	48	88						49
TA6	75	23	54	46	54	18	47						46
TA7	17	74	61	50	66	75	66						57
TA8	56	8	10	69	70	53	61						54
TA9	67	35	36	66	75	28	63						67
TA10	81	54	16	56	60	36	81						57

FIGURE IV.4. TYPE II REPORT--SUPPLEMENTAL GROUP ACHIEVEMENT DATA

LITERAL COMPREHENSION ACHIEVEMENT MONITOR: TEST ADMINISTRATION # 1

DISTRICT(01) MT. LION | BUILDING(01) MIDDLE SCHOOL | GRADE(07) 7 | TEACHER(02) RILL-4

PUPIL	TEST FORM	PASSAGE SCORE (PERCENT CORRECT) 1	2	3	4	5	6	NEXT TA	MONITOR SCORE (DIFFICULTY LEVEL) TA1	TA2	TA3	TA4
TITLE I												
02 03 05 CARNELL MARK	23	83	100	83	83	67		+31	10			
01 04 06 DAVEY WILLIAM	21	100	83	83	100	17		+43	13			
01 02 17 KORAK BARBARA	23	100	100	83	67	67		21	8			
01 05 20 ROOSEVELT RHONDA	21	100	100	67	33	17		23	6			
02 02 21 KUPP ALLAN	23	100	83	50	83	33		31	9			
01 04 27 FIGUEROA MARLON	21	100	100	50	33	33		33	9			
GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)									9.2			
NON-TITLE I												
01 AMPSTEAD RICHARD	23	100	50	83	0	67		31	7			
02 BICKHAM VERA	21	100	100	83	50	33		33	11			
03 BROWN DANIEL	23	100	67	33	67	17		31	7			
04 CALHOUN DALINDA	21	100	50	50	33	17		33	7			
06 CHENG WARREN	21	100	100	83	83	33		+43	13			
07 CLARK FRANCES	23	100	83	50	67	33		31	9			
09 ELLIS JAMES	43	83	100	83	83	17		+51	16			
11 GILGER THOMAS	43	83	100	83	100	17		+51	16			
13 HANTMAN DAVID	23	83	50	50	50	33		31	7			
14 JARRETTE IRA	21	100	100	83	83	83		+43	15			
15 KENNEDY MICHAEL	23	100	33	33	17	17		31	7			
16 LAPOLT GLENN	21	100	83	100	100	50		+43	13			
19 OLSEN BARBARA	23	83	100	33	17	33		31	9			
22 RUSH MAUREEN	21	100	100	100	67	33		33	11			
23 SCHMITZ LISA	23	100	50	67	0	17		31	7			
25 WALLACE DENISE	43	83	83	33	83	17		41	12			
26 JAHN LORI	21	100	83	100	83	83		+33	12			
GROUP AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)									10.5			
CLASS AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)									10.2			

FIGURE V.1. TYPE III MONITOR REPORT

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE III SUPPLEMENTAL PUPIL ACHIEVEMENT DATA

DATE
DISTRICT
BUILDING
GRADE 06
TEACHER

		NORM-REFERENCED DATA (NCE)					CAMS PERCENT OF OBJECTIVES MASTERED										PEP/PCT/RCT	MONITOR SCORE			
	TEST	LEV	FM	VOC	COMP	AVG	TA1	TA2	TA3	TA4	TA5	TA6	TA7	TA8	TA9	TA10		TA1	TA2	TA3	TA4
TITLE-I STUDENTS																					
ARPEL DAVID	PRE	CAT 77	1B	1	42	56	59	18	83	32	61	6	71	58	75	7	2	15	8	4	5	5
	POST	METRO 79	1A	1	30	15	23											64				
CLARK FRANCES	PRE	METRO 79	1A	2	25	15	20	91	62	97	29	63	12	5	37	55	96	37	9	10	7	7
	POST	SRA 79	1B	3	1	43	22											31				
GIZINSKI TAMMY	PRE	CAT 77	1C	1	21	26	23	58	23	21	79	12	21	24	73	95	12	50	7	8	7	7
	POST	METRO 79	1C	1	67	50	59											31				
HANKENBECK MARY	PRE	CAT 77	1C	1	83	68	66	62	53	18	93	15	25	67	6	93	92	25	8	11	10	10
	POST	CAT 77	1C	3	19	25	22											50				
SANTOS CARMEN	PRE	CAT 77	1C	2	50	90	70	37	72	1	74	65	51	98	98	67	57	65	ABS	ABS	8	8
	POST	METRO 79	1B	2	13	65	39											93				
WELLS TAMMY	PRE	METRO 79	1B	1	76	66	52	61	52	79	39	19	58	38	33	39	76	71	ABS	ABS	8	8
	POST	CAT 77	1B	3	51	62	57											15				
																		TITLE-I AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)	8.0	8.3	7.5	7.5
NON TITLE-I STUDENTS																						
ALMANZO VIVIAN	PRE	SRA 78	1A	3	65	25	45	81	69	48	33	86	66	25	29	32	5	1	8	7	10	10
	POST	CAT 77	1A	1	11	1	6											69				
BENNETT DONALD	PRE	METRO 79	1B	2	86	31	58	3	23	96	63	66	95	31	16	77	68	3	7	12	11	11
	POST	CAT 77	1C	2	44	3	24											25				
CANNELL MARK	PRE	SRA 78	1C	1	29	92	61	32	10	38	90	24	30	93	1	73	68	69	5	8	7	7
	POST	CAT 77	1C	3	54	81	68											51				
DAVIS MICHAEL	PRE	METRO 78	1C	2	59	47	53	44	60	89	79	39	67	45	57	83	15	80	5	8	7	7
	POST	SRA 78	1C	1	68	68	68											21				
DOTY ROSEMARIE	PRE	CAT 77	1C	2	24	74	49	67	5	5	80	56	25	75	96	33	39	58	5	7	8	8
	POST	METRO 79	1A	2	40	58	49											44				
FRASSA LORI	PRE	SRA 78	1B	1	55	44	50	32	62	63	55	29	60	39	98	40	10	66	8	11	8	8
	POST	METRO 79	1B	1	55	55	61											62				
GILGER THOMAS	PRE	CAT 77	1C	1	22	1	27	75	56	23	95	34	55	1	15	70	16	36	11	12	16	16
	POST	CAT 77	1C	1	64	36	50											73				
GILSON DELZINE	PRE	METRO 79	1B	1	52	85	69	80	30	91	47	1	52	86	62	95	82	62	5	10	8	8
	POST	SRA 78	1C	3	65	35	50											57				
KENNEDY MICHAEL	PRE	SRA 79	1C	3	56	58	57	1	56	34	89	71	63	66	13	63	76	66	8	5	10	10
	POST	CAT 77	1B	3	39	58	49											1				
KOSKY EDWARD	PRE	SRA 78	1A	2	1	6	3	61	6	69	16	36	1	6	55	87	11	59	5	ABS	ABS	ABS
	POST	SRA 78	1C	1	55	59	57											36				
LEWIS MICHELE	PRE	METRO 78	1A	2	9	22	51	56	28	73	19	57	9	93	26	2	91	68	8	5	10	10
	POST	CAT 77	1A	3	69	46	58											87				
WELSCH ROBERT	PRE	METRO 78	1C	3	32	56	43	68	52	86	78	72	19	59	10	3	5	31	9	14	16	16
	POST	CAT 77	1A	1	36	31	34											52				
																		NON TITLE-I AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)	7.0	9.0	10.1	10.1
																		ALL PUPILS AVERAGE MONITOR SCORE(DIFFICULTY LEVEL)	7.3	8.8	9.2	9.2

FIGURE V.2. TYPE III REPORT--SUPPLEMENTAL PUPIL ACHIEVEMENT DATA

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE III PROGRAM ANALYSIS REPORT

DATE
DISTRICT
BUILDING
GRADE 06

VARIABLE	CLASS 1	2	3	4	5	6
INSTRUCTIONAL RESOURCES TYPICALLY USED						
BASIC TEXT	X	X	X			
SUPPLEMENTAL TEXT			X	X		
LIBRARY BOOKS		X	X			
AUDIOTAPES				X		
WORKBOOKS OR WORKSHEETS	X	X				
INSTRUCTIONAL KITS	X			X		
COMPUTER/CAI	X	X	X			
FILMSTRIPS			X	X	X	
FILMS		X	X		X	
GAMES	X			X	X	
LANGUAGE MASTERS		X			X	
FLASH CARDS OR WORK CARDS	X			X	X	
TELEVISION	X	X	X		X	
OTHER			X	X		
INFORMATION USED FOR PUPIL PLACEMENT						
CRITERION-REFERENCED TESTS ON OBJECTIVES	X	X	X			
STANDARDIZED TEST RESULTS	X			X		
CURRICULUM-PROVIDED TESTS	X					
KIT-PLACEMENT TESTS		X		X		
TEACHER-MADE TESTS	X		X			
PLACEMENT OF PUPIL AT END OF PREVIOUS YEAR	X	X	X	X	X	
WISHES OF PUPIL/PARENT	X		X			
READING SPECIALIST'S RECOMMENDATION		X		X		
OBSERVATION OF WORK SAMPLE	X					
CONFERENCE WITH SPECIALIST	X	X		X		
CONFERENCE WITH PUPIL			X		X	
OTHER		X	X	X		
METHODS OF ASSESSING PROGRESS (RANKED)						
CRITERION-REFERENCED TESTS ON OBJECTIVES	1	1		1	9	
STANDARDIZED TESTS	2		1	2	8	
CURRICULUM-PROVIDED TESTS	3	2	2	3	7	
KIT-PLACEMENT TESTS	4		3		6	
TEACHER-MADE TESTS	5	3	4		5	
REVIEW OF IN-CLASS ASSIGNMENTS	6		5		4	
REVIEW OF HOMEWORK	7	4	6		3	
COMPLETION OF WORK UNITS	8		7		2	
OBSERVATION OF WORK SAMPLES	9	5	8		1	
CONFERENCE WITH READING SPECIALIST	10		9		10	
CONFERENCE WITH PUPIL	11		10			
OTHER	12		11			

FIGURE V.5. TYPE III PROGRAM ANALYSIS REPORT (CONT'D)

ESEA TITLE I/PSEN
PROGRAM ANALYSIS AND REPORTING SYSTEM
TYPE III SUPPLEMENTAL CLASS ACHIEVEMENT DATA

DATE
DISTRICT
BUILDING
GRADE 06

VARIABLE	CLASS 1		2		3		4		5		6		AVG	
	T-I	NTI	T-I	NTI	T-I	NTI	T-I	NTI	T-I	NTI	T-I	NTI	T-I	NTI
NRT PRETEST SCORE (NCE)														
V	48	56	54	47	52	43	44	56	56	71			51	53
C	48	40	63	43	45	50	45	45	43	53			49	46
T	48	40	58	43	48	50	44	45	49	53			50	49
NRT POSTTEST SCORE (NCE)														
V	44	56	47	45	30	50	51	55	49	58			46	52
C	59	51	49	46	43	45	66	57	47	52			53	50
T	51	53	48	45	36	47	58	56	48	55			49	51
NRT GAIN PRE-TO-POST (NCE)														
V	-4		-7	-2	-22	7	7	-1	-7	-13			-5	-1
C	11	11	-14	3	-2	-5	21	12	4	-1			4	4
T	3	11	-10		-12	1	14	5	-1	-7				1
PEP (NCE)														
PRETEST	56	52	47	50	43	46	55	57	49	56			52	51
POSTTEST	42	45	31	71	47	48	55	41	40	40			42	49
OTHER ACH. MONITOR SCORES														
TA1	58	63	57	65	55	49	44	44	44	47			52	53
TA2	49	60	52	54	58	36	45	49	63	42			53	48
TA3	59	53	40	49	41	58	20	42	52	54			44	51
TA4	55	59	52	51	62	62	44	49	36	73			48	58
TA5	54	46	46	66	26	47	46	51	53	39			48	50
TA6	43	59	56	49	52	44	43	59	60	78			53	56
TA7	51	37	65	42	45	51	45	41	39	55			49	45
TA8	51	46	46	69	54	38	46	39	53	59			52	49
TA9	43	47	46	53	59	53	38	42	37	72			43	52
TA10	55	60	42	67	56	39	44	50	57	56			53	53

FIGURE V.6. TYPE III REPORT--SUPPLEMENTAL CLASS ACHIEVEMENT DATA